# INTERPERSONAL COMMUNICATIONS

## COURSE DESCRIPTION

Interpersonal Communications is a specialized course designed to focus on communications within the areas of personal life, family life, community, and workplace. The role of communication in establishing and maintaining healthy interpersonal relationships is emphasized. Communication skills and core skills in decision making, problem solving, critical and creative thinking, technology, and workplace readiness practiced in this course will empower students to function effectively as a member of a rapidly changing global community. Students will apply skills learned when participating in integrated service learning experiences. This involvement in the community will help students network with adults and establish themselves as valuable resources and community assets.

The integration of Family, Career, and Community Leaders of America (FCCLA) provides students with opportunities for leadership development, personal growth, and school/community involvement.

**Pre-requisite:** None

**Recommended Credits:** 1/2

**Recommended Grade Level:** 10-12

## INTERPERSONAL COMMUNICATIONS STANDARDS

1.0     Students will examine the communication process.

2.0     Students will relate self-awareness and understanding to interpersonal communications and relationships.

3.0     Students will evaluate the role of communication in establishing and maintaining healthy personal relationships.

4.0     Students will analyze interaction patterns in family roles throughout the life span.

5.0     Students will evaluate the role of effective communication in the workplace.

6.0     Students will evaluate the role of communication as a citizen in a global community.

7.0     Students will demonstrate interpersonal communication skills needed for success in leadership roles.

# INTERPERSONAL COMMUNICATIONS

## STANDARD 1.0

Students will examine the communication process.

## LEARNING EXPECTATIONS

The student will:
- 1.1 Explain the communication process.
- 1.2 Describe forms of communication.
- 1.3 Explain the levels of communication.
- 1.4 Evaluate the impact of technology on the communication process.
- 1.5 Evaluate ethics and etiquette for using technology to communicate.
- 1.6 Research, organize, interpret, and present information generated from various forms of technology.

## PERFORMANCE STANDARDS

The student:
- 1.1A Describes the role of the sender and receiver in the communication process.
- 1.1B Evaluates the importance of good listening skills.
- 1.2A Categorizes various kinds of communication as to verbal or nonverbal.
- 1.2B Judges the importance of communicating a positive image to others.
- 1.3 Demonstrates correct application of the five levels of communication.
- 1.4A Identifies various forms of electronic communication.
- 1.4B Describes examples of how technology can be used to benefit communication.
- 1.4C Analyzes content for accuracy after using, reading, and/or viewing media/technology.
- 1.5 Generates a list of rules for voicemail and electronic mail etiquette.
- 1.6 Uses technology to view, read, write, create, and communicate.

## SAMPLE PERFORMANCE TASKS

- Make a list of every method of communication used during a day. Compare list with classmates.
- Discuss the consequences when a step of the communication process is omitted.
- Find comic strips and explain what forms of communication are being used.
- Role play different situations practicing each form of communication.
- List personal examples of relationships at each level of communication.
- Pair students up and have one student give directions on how to draw a picture or fold a piece of paper while the other student listens.(Students need to be back to back).
- Create a list of examples of nonverbal communication. Then, identify the meaning behind these messages.

- Experiment with feedback possibly by having students communicate with a partner who is listening and taking notes. Then, let students compare the message they were trying to send with the message received by their partner.
- Have students pair up and keep a "Catch Them Doing Good" log during the semester with their partner. This log will report the times that positive communication was demonstrated. The log should also report cases of negative communication.
- Write an essay on how technology has impacted daily life.
- Send e-mail messages considering audience, purpose, and occasion.
- Report on service learning project using some form of technology.
- Use resource information on computer/Internet (Encarta, Telnet, Dictionaries)
- Enter Applied Technology FCCLA STAR Event.

## INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 13.3, 13.6, English II Gateway Standards 2.09, 2.11, 3.0, 3.01, 3.02. 3.04, 3.05, 3.06, 3.07, 3.08, 3.09, 4.02, 4.03, 4.04, 4.05, 4.07, 4.08, FCCLA or related VSO national programs, Interpersonal Communications Curriculum 1998, Journalism, Applied Communication, Social Studies, Advertising, Marketing, Business, Fine Arts, Performing Arts, Technology

# INTERPERSONAL COMMUNICATIONS

## STANDARD 2.0

Students will relate self-awareness and understanding to interpersonal communications and relationships.

## LEARNING EXPECTATIONS

The student will:
2.1 Analyze how personal values, attitudes, skills, and behavior affect interpersonal communications.
2.2 Examine techniques that will promote effective personal communication.
2.3 Evaluate the role of communication to personal conflict prevention and management.
2.4 Examine the dynamics of the group communication process.
2.5 Establish and implement goals for improving personal communication with others.

## PERFORMANCE STANDARDS

The student:
2.1A Evaluates the influence of personal attitudes and beliefs on communication with others.
2.1B Assesses stereotypes and prejudices that can interfere with developing respect for diversity.
2.1C Analyzes verbal and non-verbal communications to clarify messages.
2.2A Uses I, You, and We messages when communicating with others.
2.2B States messages in a positive, respectful, honest, and clear manner.
2.2C Practices active listening skills.
2.2D Practices positive assertive behavior when interacting with others.
2.3A Examines the use of positive defense mechanisms when responding to negative communications.
2.3B Defines sexual harassment and evaluates strategies for managing harassing behavior.
2.3C Develops conflict resolution skills needed for handling conflicts resulting from various forms of negative communications including violence.
2.4A Examines methods of communications within groups.
2.4B Examines the benefits of group communications.
2.4C Evaluates the impact of unhealthy group communication behaviors.
2.4D Relates conflict resolution strategies to unhealthy group communication behaviors.
2.5A Evaluates personal communication strengths and weaknesses in various relationships.

2.5B   Applies the decision making process to evaluate risks, consequences, and alternatives to personal communication.

2.5C   Examines the role of a support group in effective communications.

2.5D   Creates a plan, including goals, for improved personal communications.

## SAMPLE PERFORMANCE TASKS

- Complete Power of One: A Better You
- Brainstorm factors that affect communication both, positively and negatively.
- Interview a parent or an adult to evaluate personal communication skills.
- Find examples of stereotypes and biases in advertising, news stories and /or children's literature. Change the ad or story to avoid stereotyping and biases.
- Invite a police officer to speak to the class about gang activity. Discuss what students can do to help solve the problem of increasing violence.
- Role-play a situation in which conflict resolution is used to end a conflict between two groups. One person should act as the mediator.
- Plan a FCCLA "Stop the Violence" service learning project in the school.
- Role-play effective and ineffective communication that occurs at home, work, school, and in the community.
- Complete a personal checklist of personal strengths and weaknesses of communication that occurs at home, work, school, and in the community.
- Create a contract/plan to improve communication in each area of their life: home, work, school, and in the community.

## INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 13.1, 13.2, 13.3, 13.4, English II Gateway Standards 1.0, 2.0, 3.0, 4.0, Algebra I Gateway Standards 1.1, 1.3, 1.6, 2.1, 2.7, FCCLA or related VSO national programs, Family and Consumer Sciences Course Curriculum

# INTERPERSONAL COMMUNICATIONS

## Standard 3.0

Students will evaluate the role of communication in establishing and maintaining healthy personal relationships.

## LEARNING EXPECTATIONS

The student will:
  3.1    Analyze characteristics of meaningful relationships and how to maintain them.
  3.2    Relate teen concerns and problems to effective interpersonal communication and relationship skills.
  3.3    Analyze methods of communicating affection in relationships.
  3.4    Evaluate personal readiness for serious commitment in a personal relationship.
  3.5    Examine strategies for ending personal relationships.

## PERFORMANCE STANDARDS

The student:
  3.1A    Describes qualities that form the basis for meaningful personal relationships.
  3.1B    Examines the role of communication in meaningful relationships.
  3.1C    Analyzes qualities and skills needed for maintaining meaningful relationships.
  3.1D    Formulates strategies for re-building relationships.
  3.2A    Describes ways to build friendships through positive communication.
  3.2B    Examines the role of communication in the dating process.
  3.2C    Evaluates the need for communicating personal standards of behavior in relationships.
  3.3A    Examines types of love.
  3.3B    Examines healthy, positive methods of communicating affection and love in relationships.
  3.4A    Examines the qualities communicated in a serious relationship.
  3.4B    Determines the personal maturity needed for successful relationships.
  3.5A    Uses decision making process to determine whether or not a relationship should end.
  3.5B    Demonstrates positive communication skills for ending a relationship.
  3.5C    Suggests strategies for coping with the ending of relationships.

## SAMPLE PERFORMANCE TASKS

- Interview three adults.  Ask them to list five qualities they think describe a true friend.
- Write a short essay describing a significant positive relationship.  Explain the benefits and what elements helped to build and keep it strong.

- Assign two sets of values, goals, and standards to an imaginary couple. Write a short story describing how the values, goals, and standards of these two people would affect their relationship.
- In small groups, discuss the best ways to say no to sexual pressure.
- Make a collage of magazine pictures, words, or cartoons that depict the different types of love. Explain selections to the class.
- Role-play a situation in which a couple is breaking up and each is very hurt in the process. Then, role-play the same situation using methods that will keep hurt and rejection to a minimum. Compare and discuss the two situations.
- Generate a list of ways love can be communicated.

## INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 13.1, 13.3, 13.6, English II Gateway Standards 2.0, Algebra I Gateway Standards 1.1, 1.5, 1.6, 2.1, Interpersonal Communications curriculum 1998, Family and Consumer Sciences 1 and II curriculum guides, FCCLA or related VSO national programs

# INTERPERSONAL COMMUNICATIONS


## STANDARD 4.0

Students will analyze interaction patterns in family roles throughout the life span.


## LEARNING EXPECTATIONS

The student will:
- 4.1 Analyze the role of communication in family life.
- 4.2 Relate communication patterns to stages in the family life cycle.
- 4.3 Analyze the impact of multiple roles of family members on family communication.


## PERFORMANCE STANDARDS

The student:
- 4.1A Examines the role of communication in meeting basic individual needs within the family unit.
- 4.1B Evaluates the impact of negative and positive communication patterns on family life.
- 4.1C Identifies communication methods that nurture the family.
- 4.2A Examines parent-teen interaction patterns.
- 4.2B Formulates strategies for promoting effective communication patterns throughout the family life cycle.
- 4.2C Examines interaction patterns with members of the extended family.
- 4.3A Analyzes ways to cope with stress and crisis resulting from roles and responsibilities of family members.
- 4.3B Formulates strategies for management of communication within multiple roles.


## SAMPLE PERFORMANCE TASKS

- Write an example of how needs on each level of Maslows' Hierarchy of Needs Pyramid can be communicated among family members.
- Create a poster illustrating the positive impact good communication has on the family.
- Brainstorm to identify problems relating to communication with parents. List suggestions for resolving the problems.
- Role-play positive interaction patterns at different stages of the family life cycle.
- Identify a topic teens find difficult to discuss with parents. Generate a list of guidelines that might help teens and parents discuss this topic.

## INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 13.1, 13.3, 13.6, Gateway English II 2.01, Algebra I Gateway Standards 1.1, 1.5, 1.6, 2.1, Interpersonal Communications Curriculum 1998, Family and Consumer Sciences Introduction Curriculum Guide, FCCLA or related VSO national programs

# INTERPERSONAL COMMUNICATIONS

## STANDARD 5.0

Students will evaluate the role of effective communication in the workplace.

## LEARNING EXPECTATIONS

The student will:
5.1    Evaluate appropriate and inappropriate methods of interacting with others in the workplace.
5.2    Demonstrate ways to communicate effectively as a member of a team.
5.3    Compose acceptable forms of written and verbal communication used for job attainment.
5.4    Analyze messages communicated through personal appearance and social behavior in the workplace.
5.5    Evaluate personal communication and leadership skills during job-shadowing experiences.

## PERFORMANCE STANDARDS

The student:
5.1A    Identifies the goal of communication in the workplace.
5.1B    Evaluates communication styles that interfere with workplace goals and productivity.
5.1C    Recognizes the application of effective communication skills developed in the family to the workplace.
5.1D    Examines harassment of various types and describes appropriate action to take.
5.2A    Practices effective communication skills when working as a team member.
5.2B    Practices constructive criticism when working with others.
5.2C    Accepts constructive criticism.
5.3A    Completes an application form, prepares a resume, and creates a cover letter.
5.3B    Dramatizes an interview.
5.3C    Researches and presents information on a career of interest.
5.3D    Uses public relations and networking skills.
5.4    Compares workplace expectations with personal appearance and behavior.
5.5    Implements a plan for effective communication in the workplace.

## SAMPLE PERFORMANCE TASKS

- Role-play examples of communication that would be inappropriate or would interfere with attaining communication goals to pass along information and to build effective work relationships.
- Analyze the importance of knowing proper etiquette when introducing people and when eating in formal restaurants.
- Observe interactions among peers at school.  Keep a reflective journal and evaluate behaviors and communication observed.
- Use a case study of the day in the life of a neglected child to introduce and evaluate the need for communication on Maslow's Hierarchy.
- Observe a clip from a comic strip cartoon or situation comedy depicting personal relationships.
- Complete a relationship wheel classifying types of friends.
- Brain map the elements of personal communication.
- Read articles or conduct research on the effects of birth order, family size, and type in regards to communication in the family.
- Role-play communication skills being used in the resolution of a family conflict and prevention of conflict.
- Debate this quote by Abraham Lincoln, "He has a right to criticize, who has a heart to help."

## INTEGRATION LINKAGES

Family and Consumer Sciences National Standards 13.1, 13.3, 13.6, FCCLA or related VSO national programs

# INTERPERSONAL COMMUNICATIONS

## STANDARD 6.0

Students will evaluate the role of communication as a citizen in a global community.

## LEARNING EXPECTATIONS

The student will:
  6.1   Examine the benefits and challenges of communicating as a citizen of the larger community.
  6.2   Demonstrate appropriate communication skills within a diverse community.
  6.3   Communicate a caring, respectful attitude for others in the community.
  6.4   Use the planning process to identify needs and volunteer opportunities in the community and to implement individual and group service learning projects.

## PERFORMANCE STANDARDS

The student:
  6.1A   Describes communication patterns within various cultures.
  6.1B   Brainstorms strategies for dealing with communication barriers within a diverse community.
  6.2A   Practices listening with an open mind.
  6.2B   Explores issues from multiple perspectives.
  6.3   Uses the planning process to identify a need in the community and, as a class group, plans and implements a cooperative community service project.
  6.4A   Takes action to implement individual service learning projects following the planning process.
  6.4B   Presents an oral summary, using visual aids, of service learning projects and the impact of the projects on the student and community.

## SAMPLE PERFORMANCE TASKS

- Create a "This is Your Life" video for a student from a different cultural background.
- Create an ethical role-play to be performed for elementary school students.
- Brainstorm as a class to identify actions of individuals in the community that are examples of effective communication.  For example: Driver's license, following school rules, picking up trash, not disturbing the peace, and assisting with younger children and older citizens, attend community meetings.
- Participate in a service-learning opportunity in a new content area or service learning setting.
- Identify a problem within the school or community and implement an action plan to address the problem

- Complete an activity involving other generations or cultures from the community such as reading to a child in a day care or having grandparent day at school.
- Participate in a service-learning opportunity in a new content area or a new service learning setting.
- Assume a new role in an on-going service-learning project.

## <u>INTEGRATION/LINKAGES</u>

Family and Consumer Sciences National Standards 13.1, 13.3, 13.6, English II Gateway Standards 4.05, 4.06, 4.07, 4.08, and 2.01, FCCLA Power of One or related VSO national programs, Interpersonal Communications Curriculum 1998, FCCLA national Community Service Action Guide, www.tn.uw/education/ci/ciserserviceframe.htm, 4-H, Government (Civics) Class Curriculums, Success skills through service learning Standard 3.0, Lions-Quest Skills for Action – Service Character Citizenship Responsibility Curriculum, related VSO resources

# INTERPERSONAL COMMUNICATIONS

## STANDARD 7.0

Students will demonstrate interpersonal communication skills needed for success in leadership roles.

## LEARNING EXPECTATIONS

The student will:
- 7.1 Describe the personal qualities and skills needed to assume leadership roles.
- 7.2 Plan activities using the FCCLA Planning Process.
- 7.3 Apply leadership, citizenship, and teamwork skills as an integral part of classroom activities.

## PERFORMANCE STANDARDS

The student:
- 7.1A Generates a list of personal qualities and skills of good leaders.
- 7.1B Evaluates personal progress toward the development of leadership skills.
- 7.2 Implements community service learning projects using the FCCLA planning process.
- 7.3A Uses appropriate leadership etiquette.
- 7.3B Demonstrates creative and critical thinking through communication in leadership, citizenship, and teamwork.

## SAMPLE PERFORMANCE TASKS

- Complete Step One as a quick review.
- Choose class officers.
- Complete Power of One: Speaking out for FCCLA.
- Interview a significant role model to produce a list of one's personal leadership qualities.
- Write a formal thank you letter to the significant role model in their life, possibly the role model interviewed above.
- Team Building Skill (Silent Towers) and discuss the roles of informal and formal leaders in a team or group.

- Cooperate in selecting a class service project.
- Complete National FCCLA programs: Career Connection, Leaders at Work, Families First, Power of One, FACTS, (Community Service) or other VSO national programs
- TRUE Colors – Personality Diagnostic Kit.
- Practice a STAR Event (-Illustrated Talk, Chapter Service Project – Manual or Display).
- Case Studies in Leadership

## INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards1.0, 2.0, 12.0, 13.0, 13.5, English II Gateway Standards 1.01, 1.03, 1.05, 1.11, 1.13, 2.05, 2.06, 2.11, 2.15, 3.02, 3.03, 3.05, 3.06, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, Family and Consumer Sciences I and II Curriculum Guides, FCCLA Co-Curricular Chapter Handbook or other VSO resources, Leadership Course, Extra-curricular Activities, Vocational Student Organizations, Psychology and Sociology Classes, Drama, Speech, and Theatre Curriculum, Interpersonal Communications Curriculum 1998